



# Santa Ana Unified School District

## Getting to the Core

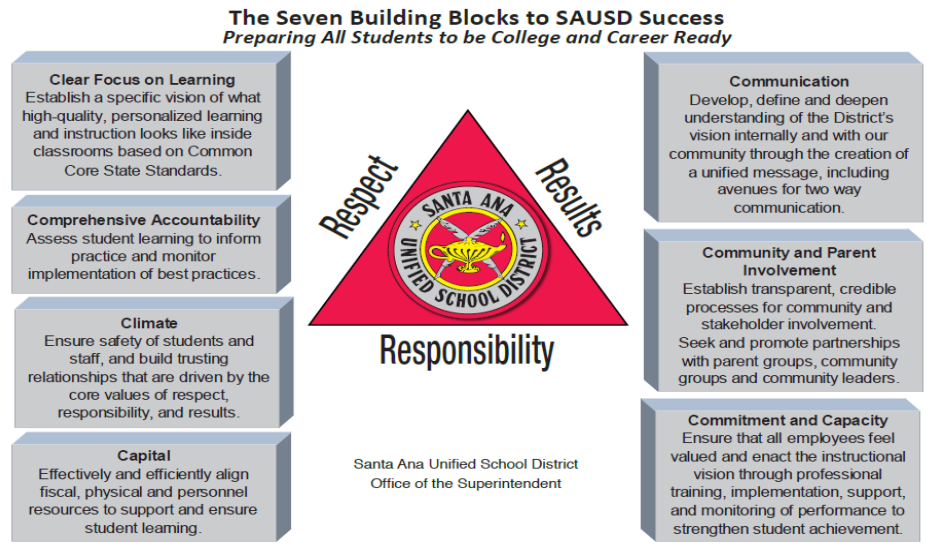
### *Theoretical Framework to Address English Learners*

**Superior Standards**

**Supportive School Climate**

**Successful Students**

Santa Ana Unified School District (SAUSD) developed a theory of action to prepare all students to be College and Career Ready. The District established seven building blocks to success, referred to as the (7) C's. These blocks of success are used in all departments and across all schools and grade levels to serve as a lens by which we determine our direction and measure our success. With 82% of our students identified as English Language Learners or redesignated fluent speakers, each instructional decision considers the unique needs of our students. The focus on English Learners is purposefully and intentionally demonstrated throughout the Common Core Implementation process.



### **Why Develop a Theoretical Framework?**

Santa Ana Unified recognizes that carefully elaborated pedagogical principles are the cornerstone of informed practice. For instruction to be purposefully designed to successfully meet the needs of English Learners, a theoretical framework must be explicitly developed and stated. Only with an explicit and written theoretical framework can staff members speak a common language regarding effective instruction for English Learners, elaborate on it, and identify and act upon problems of practice around it.

“Good teaching” is not a fixed, abstract process that applies in the same way across multiple contexts. Research shows that “good teaching” is relative to the context, student need, and content. Acknowledging these differences allows teachers to provide personalized instruction and effective scaffolding to ensure students are held to high expectations coupled with high supports.

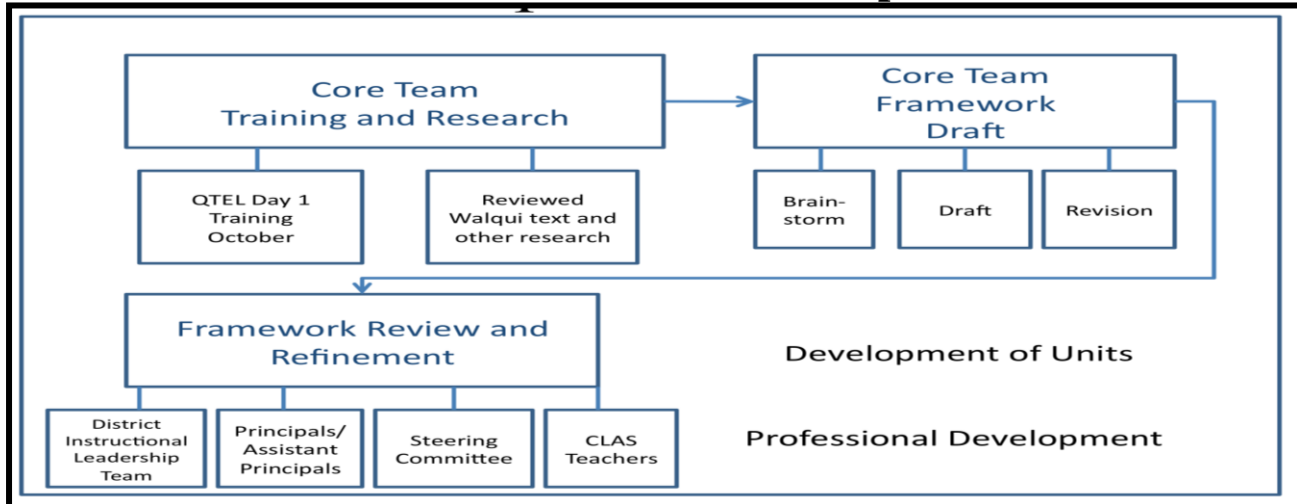
### **What is the Purpose of a Theoretical Framework?**

The main purpose of an established theoretical framework is to help SAUSD develop carefully planned opportunities within Common Core units of study for students to participate in meaningful and demanding academic activities. The theoretical framework ensures that the activities, instructional strategies and pedagogy are consistent within coherent units of study throughout the K-12 continuum. In addition, the theoretical framework provides a common lens through which to view, compare, and describe professional practices.

## What Process was used to develop the Theoretical Framework?

The development of the theoretical framework required significant research into the socio-cultural theory and the foundational work of Quality Teaching for English Learners (QTEL). QTEL is a West Ed project and its leadership is also affiliated with the Understanding Language Initiative from Stanford University. In addition, development of a sustainable theoretical framework requires buy-in and feedback from multiple stakeholders, thus the framework passed through multiple iterations. The graphic below highlights the process.

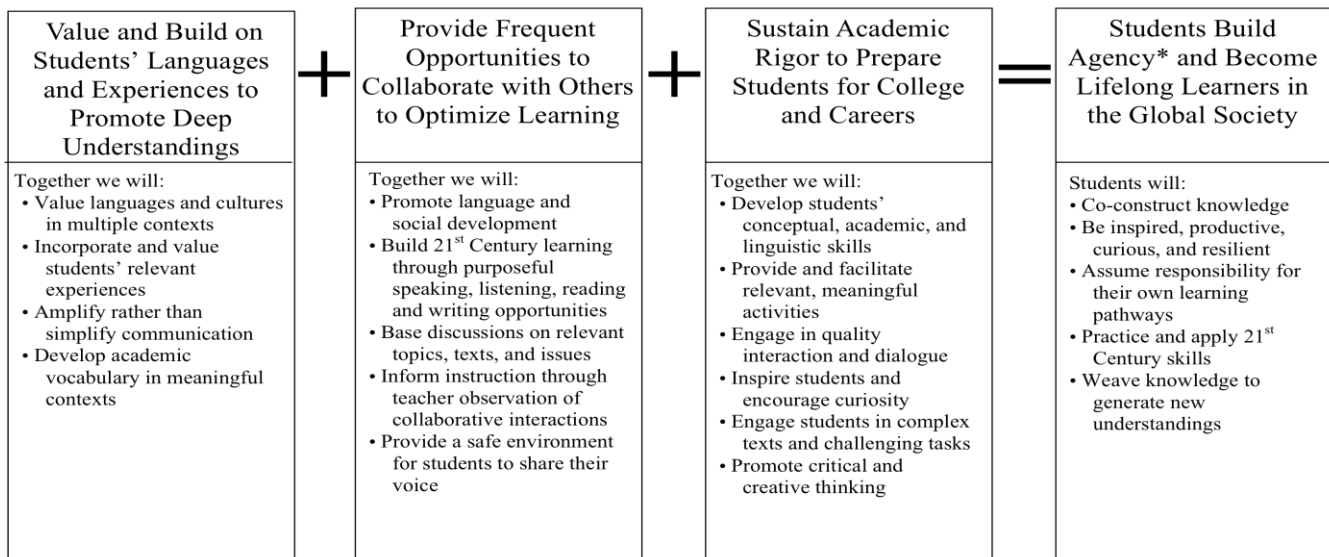
### Theoretical Framework Development



This process resulted in the following framework for SAUSD:

### SAUSD's Theoretical Framework for Common Core Implementation

**Theory of Action:** By establishing and applying a coherent K-12 theoretical foundation for pedagogical practices, we will provide meaningful interactions and consistent intellectual rigor that supports all students, including English Learners, to be college and career ready and well versed in 21<sup>st</sup> Century Skills.



Sources Referenced: Walqui, A & van Lier, V, Scaffolding the Academic Success of Adolescent English Language Learners, (2010), Walqui, A., Scaffolding Instruction for English Language Learners: A Conceptual Framework, (2006), Wong, L., What Does Text Complexity Mean for English Learners and Language Minority Students (2011)  
 \*Active involvement and the development of autonomy